

EMERY COUNTY SCHOOL DISTRICT
PERFORMANCE-BASED COMPENSATION PLAN
2008-2009

The 2008 Legislature appropriated funds to be distributed to school district employees as a one-time performance compensation as outlined in a district plan submitted to the Utah State Office of Education. Utah Code 53A-17a-148 requires district plans to outline:

- Who is eligible for the performance-based compensation
- The criteria that will be used for awarding the performance-based compensation
- The instruments or assessments that will be used to measure or evaluate performance
- The amount of performance-based compensation that will be awarded
- Whether the performance-based compensation will be based on individual, team, or school-based performance

Who is eligible?

All regular employees, professional and support staff, who are not on formal probation and/or warning status, will be eligible to participate in the Performance-based Compensation Program. Substitutes, student employees, and individuals who do contract work for the district, are not eligible. Employees who are placed on probation or who receive a formal warning in relation to a job-related incident during the school year shall be removed from the eligible list for the Performance-based Compensation Program.

Participation in the Performance-based Compensation Program is optional for all employees. Applications to participate are due to the employee's immediate supervisor by August 29, 2008. The supervisor is to send a copy to the Superintendent.

Criteria Used to Award Performance-based Compensation:

Each employee who applies to participate in the Performance-based Compensation Program will meet with their immediate supervisor prior to September 19, 2008 and establish three (3) personal job-related performance indicators - two required and one additional indicator selected by the employee and approved by their immediate supervisor. Satisfactory performance on the selected indicators, as determined by the employee's immediate supervisor, will be used to determine whether or not the employee will receive the performance-based compensation.

Performance Indicators will be directly related to the job assignment of each applying employee.

At least one of the performance indicators for classroom teachers is directly tied to student achievement and is to be in an area of academic need as identified by prior year assessment. Student achievement gains will be measured by the Utah Core Assessment, for those courses included in the CORE assessment program, or, where no CORE assessment is given for a particular subject or course, other assessment measures as determined by the employee and the employee's supervisor.

A required indicator for employees, other than teachers, shall include a satisfaction survey of those directly impacted by the employee's assignment (Examples: staff members, administrators, teachers, students and/or parents - when feasible, etc.). Surveys will be comprised of the existing evaluation instrument/surveys used for administrator, teacher, and support staff evaluation, or a satisfaction survey developed by the employee's immediate supervisor and made up of questions extracted from the employee's existing performance evaluation instrument. A successful survey will be determined by the employee having an average rating score above the satisfactory performance rating for the instrument being used.

Along with student achievement, surveys could also be selected by teachers as one of their performance indicators.

A required indicator for all employees will be satisfactory professional conduct as rated by the employee's immediate supervisor.

Performance Indicators will be selected that require effort and attention to high standards of performance and that reflect in the maintenance or improvement of a quality learning environment for students, regardless of the job assignment.

Measures of successful accomplishment of indicators will be based on 2008-2009 performance only.

Measures to be Used:

As outlined above, student achievement measures will include appropriate assessments, including the Utah Core Curriculum Assessments. Other indicator measures will be determined by the employee and supervisor and must be directly related to the successful accomplishment of the identified indicator and will require satisfactory performance in the area being evaluated.

Amount to be Awarded:

The amount awarded will be determined by the number of employees applying to participate, the number of employees successfully meeting the standards set by the Performance Indicators, the full-time equivalence of employment, and the total amount of funding awarded to the School District for distribution.

It is anticipated that employees who satisfactorily meet the standards set by their Performance Indicators will receive a minimum of \$300.00, with a reduced amount to employees who work less than full-time, based on their FTE. That amount could be increased or decreased depending on the total USOE allocation to the School District as determined by the October 1st enrollment count, as well as the total number of employees qualifying to receive the compensation.

Basis for Performance Compensation:

The Performance-based Compensation will be based on individual performance as measure by successful attainment of identified performance indicators during the 2008-2009 school year.

Performance Indicators:

Examples of Performance Indicators: (Selection of indicators must directly relate to employee job assignment)

>Required Indicators - Teachers:

1. Student Achievement: (Required for all teachers)

- Student increase in achievement levels as measured by an increase in the percent of students scoring at or above level 3 of the Utah Core Curriculum Assessment in the content area identified for performance growth or, where no CORE assessment is available, an increase in the student achievement levels on the measurement instrument identified for the particular content area. Non-classroom teachers will need to establish student achievement goals for the

students they serve. Teacher Specialists will need to work with their supervisor to determine how to measure gains related to student success.

2. Professionalism: as rated by the supervisor.

- Punctuality, professional appearance and conduct, communication and rapport, commitment to work assignment, and adherence to school policy. (Documentation will be required to substantiate unprofessional behaviors)

Note: A required indicator can only be substituted or modified based on special need related to the job assignment. The request for substitution or modification must be made by the immediate supervisor and be approved by the Superintendent.

>Required Indicators - Administrators and Support Staff:

1. Positive Survey:

- Positive performance survey of appropriate groups served by an employee which could include one or more of the following: students (secondary only), teachers, parents, peers (school and district), other staff affected by the employees work performance, etc. Survey group(s) will be determined by the employee's immediate supervisor.

2. Professionalism: as rated by the supervisor.

- Punctuality, professional appearance and conduct, communication and rapport, commitment to work assignment, and adherence to school and district policy. (Documentation will be required to substantiate unprofessional behaviors)

Note: A required indicator can only be substituted or modified based on special need related to the job assignment. The request for substitution or modification must be made by the immediate supervisor and be approved by the Superintendent.

>Other Indicator - as selected in consultation with the employee's immediate supervisor. The list below is not exhaustive. Employees and supervisors are not limited to the list below in the selection of the third indicator. These are examples only.

-Student Achievement:

- School-wide student achievement (Principals)
- Student achievement gains in an academic area other than the one listed in the required indicators for teachers.

-Positive Survey:

- Positive performance survey of appropriate groups served by an employee which could include one or more of the following: students (secondary only), teachers, parents, peers (school and district), or other staff affected by the employees work performance, etc.

-Staff Development:

- Participation in two or more appropriate staff development opportunities
- Presenting or facilitating a staff development experience at the school or district level.
- Significant reading and reporting on professional books and/or research related to the employee's assignment.

-Committees:

- Actively serving on a school or district committee.

-Student Organizations:

- Successfully serving as an advisor to a school or district student organization.

-Extra-curricular Activities (non-paid):

- Willingly accepting additional supervision responsibilities for student extra-curricular activities.

-Mentoring:

- Mentoring a new or struggling employee - assigned by supervisor

-Leadership:

- Taking a leadership role in the implementation of specific school and/or district improvement efforts.

-Portfolio:

- Submitting a portfolio outlining the employee's accomplishments, assignments and activities during the 2008-09 school year that demonstrates job-success and/or outstanding professional contributions to the school or district. The portfolio could include examples of some of the above listed indicators. The portfolio should contain at least two letters of recommendation from other employees and/or parents and students.

-Performance checklist:

- Accomplishment of clearly defined performance tasks or expectations directly related to the employee's job assignment and duties. (See example attached)

-Job-related Project:

- Accomplishment of a job-related project that requires significant effort and improves the quality of job performance and the effectiveness of the school or department. This could be a project which, due to lack of time, the employee has not been able to accomplish previously. The project must be approved by the supervisor.

Note: Due to the short time-frame given for the development of this one-time compensation plan, the plan may be adjusted by the Superintendent, as needed, to manage unforeseen issues and complications not anticipated in the plan.

Immediate Supervisor (For purposes of this plan)

Principal:

Assistant Principal (Emery High)
Teachers
Counselors
Work-based Learning Coordinator
Custodians
Educational Assistants
School Secretaries

District Maintenance Supervisor:

District Maintenance Workers (except electronics)
District maintenance Secretary

District Transportation Supervisor:

Bus Drivers
Mechanic
Transportation Secretary

District Elementary Supervisor:

Elementary Principals

District Secondary Supervisor:
Secondary Principals
Adult Education Personnel

District Supervisor of Student Services:
Electronics/Audio Visual Maintenance Personnel
Speech Pathologist
District Preschool Specialist

District Child Nutrition Supervisor:
School CNP Managers
School CNP Workers

Business Administrator:
Business Office Personnel
Supervisor of Maintenance
Supervisor of Child Nutrition
Supervisor of Transportation

Superintendent:
District Office Supervisors (except CNP)
District Administrative Secretary

Generally, the supervision assignments for this program are as outlined above. However, the immediate supervisor for employees who work in more than one school or job assignment will be the person who supervises the employee for the most time. However, performance indicators can be written to include both assignments, if desired. Employees who split their time equally between schools or job assignments will need to coordinate with their supervisors to determine which supervisor will take the lead in relation to this program.

Application form
PERFORMANCE-BASED COMPENSATION
PROGRAM
Due: August 29, 2008

Employee Name: _____ Date: _____

Job Assignment: _____

Immediate Supervisor: _____

I hereby apply to participate in the Emery County School District Performance-Based Compensation Program for the 2008-09 school year. I understand that this is a one-year program and that my performance will be evaluated by my immediate supervisor based on three performance indicators. I further understand that the amount of the performance-based compensation will depend on:

- The number of employees participating and successfully meeting the performance standards
- My full-time equivalence of employment
- The amount of funding allocated to the School District

Signature: _____ Date: _____

Performance Indicators:

1: Student Achievement or Survey - (As outlined in the District plan) (Describe):

2: Professionalism - as rated by my supervisor.

- Punctuality, professional appearance and conduct, communication and rapport, commitment to work assignment, and adherence to school policy. (Documentation will be required to substantiate unprofessional behaviors)

3: Other Indicator - (Describe):

Approval of Supervisor:

Signature: _____ Date: _____

(A copy of this application should be sent to the Superintendent)

EXAMPLE

Performance-based Compensation Plan

Performance Checklist

Checklist to be completed by Supervisor of Transportation

Bus Driver

- _____ Attends meetings established for training, safety, in-service, and certification
- _____ Maintains a clean bus, both interior and exterior, for the purpose of maintaining safety, appearance, and sanitation.
- _____ Drives assigned bus routes and activity runs in a safe and timely manner (no driver-fault accidents)
- _____ Prepares and submits, on schedule, all required reports, documents, logs, etc.
- _____ Conducts and documents required emergency evacuation drills.
- _____ Responds appropriately to inquiries and concerns of parents, students, and other school district personnel.
- _____ Performs required pre and post-trip inspections and keeps required logs of inspections.

EXAMPLE

Performance-based Compensation Plan

Performance Checklist

Checklist to be completed by the principal or the teacher who directs the educational assistant work

Educational Assistant

- _____ Provides required instructional support assistance to students as directed by supervising teacher or principal.
- _____ Prepares materials for instructional support as needed.
- _____ Assists effectively with classroom management and monitoring of student behaviors.
- _____ Prepares and submits, on schedule, all required reports and documents.
- _____ Responds appropriately to inquiries and concerns of parents, students, and other school district personnel.

Emery County School District

Satisfaction Survey of Principal/Assistant Principal Performance

Administrator _____ Position _____

Based on performance for the 2008-2009 school year only, how satisfied are you with this employee in the areas below. Please rate the employee on each of the statements below using the following criteria:

4 = Extremely Satisfied
3 = Satisfied

2 = Unsatisfied
1 = Extremely Unsatisfied
Blank = No Opinion/Don't Know

•LEADERSHIP

4 3 2 1

Models high personal work standards				
Clearly communicates performance expectations				
Involves others in decisions that affect them				
Demonstrates competency in performing supervision and evaluation				
Makes assignments fairly with clear expectations				

•INTERPERSONAL SKILLS

Promotes a caring and positive climate				
Manages conflict and increases mutual respect				
Encourages teamwork and collegiality				
Develops positive staff morale				
Has the respect and confidence of peers, subordinates, students and parents				
Recognizes the accomplishments and contributions of others				

•JUDGMENT

Recognizes problem situations				
Makes decisions in a timely manner				
Demonstrates self-control				
Considers the rights and concerns of others when making decisions				

•INSTRUCTIONAL/CURRICULAR PROGRAM

Demonstrates understanding of curriculum and effective instructional practice				
Interprets student assessments and links data to school improvement				
Maintains a staff development program based on staff needs				

•PROFESSIONAL STANDARDS

Models personal and professional integrity				
Is well groomed and appropriately dressed				
Shows personal initiative and a high degree of self-confidence				
Knows and complies with all legal standards applicable to schools				

•RESOURCE MANAGEMENT

Effectively develops and administers a school budget				
Involves staff in determining goals and appropriating resources				
Assumes responsibility for school facilities and equipment				

Emery County School District

Satisfaction Survey of Maintenance/Transportation/Child Nutrition Supervisor Performance

Supervisor _____ Position _____

Based on performance for the 2008-2009 school year only, how satisfied are you with this employee in the areas below. Please rate the employee on each of the statements below using the following criteria:

4 = Extremely Satisfied

2 = Unsatisfied

3 = Satisfied

1 = Extremely Unsatisfied

•WORK SKILLS AND HABITS

4 3 2 1

Performs duties in an acceptable manner				
Follows policies and procedures				
Uses time efficiently				
Demonstrates knowledge of work				
Shows Initiative				
•INTERPERSONAL SKILLS				
Interacts in a friendly and positive manner				
Gets along with co-workers				
Appropriate in personal appearance and grooming				
•ATTITUDE				
Has a positive attitude				
Accepts suggestions				
Is dedicated to job				
•SUPERVISORY				
Practices good public relations				
Practices positive leadership				
Demonstrates ability to plan and organize work of others				
Provides training and instruction as needed				
Practices efficiency and economy in operating procedures				
•ADAPTABILITY				
Demonstrates good judgment and makes reasonable decisions				
Adapts well to change and is flexible				
Works well under pressure				

Emery County School District

Satisfaction Survey of District Office Supervisory Staff Performance

Supervisor _____ Position _____

Based on performance for the 2008-2009 school year only, how satisfied are you with this supervisor in the areas below. Please rate the supervisor on each of the statements below using the following criteria:

4 = Extremely Satisfied

3 = Satisfied

2 = Unsatisfied

1 = Extremely Unsatisfied

Blank = No Opinion/Don't Know

	4	3	2	1
•LEADERSHIP				
Models high personal work standards				
Clearly communicates performance expectations				
Involves others in decisions that affect them				
Demonstrates competency in performing supervision and evaluation				
Makes assignments fairly with clear expectations				
•INTERPERSONAL SKILLS				
Promotes a caring and positive climate				
Manages conflict and increases mutual respect				
Treats others in a professional manner				
Develops positive staff morale				
Has the respect and confidence of peers, subordinates, students and parents				
Assists principals and teachers in resolving staff and parent concerns				
•JUDGMENT				
Recognizes problem situations				
Makes decisions in a timely manner				
Demonstrates self-control				
Considers the rights and concerns of others when making decisions				
•PROGRAM SUPERVISION				
Demonstrates understanding of curriculum and effective instructional practice				
Interprets achievement data and works with school personnel in improvement planning				
Maintains a staff development program for appropriate personnel				
Effectively carries out program assignments				
•PROFESSIONAL STANDARDS				
Models personal and professional integrity				
Is well groomed and appropriately dressed				
Shows personal initiative and a high degree of self-confidence				
Knows and complies with all legal standards applicable to schools				
•RESOURCE MANAGEMENT				
Involves staff in determining goals and appropriating resources				

Emery County School District

Satisfaction Survey of Support Staff Employee Performance

Employee _____ Position _____

Based on performance for the 2008-2009 school year only, how satisfied are you with this employee in the areas below. Please rate the employee on each of the statements below using the following criteria:

4 = Extremely Satisfied

2 = Unsatisfied

3 = Satisfied

1 = Extremely Unsatisfied

•WORK SKILLS AND HABITS

4 3 2 1

Performs duties in an acceptable manner				
Follows policies and procedures				
Uses time efficiently				
Demonstrates knowledge of work				
Shows Initiative				
•INTERPERSONAL SKILLS				
Interacts in a friendly and positive manner				
Gets along with co-workers				
Appropriate in personal appearance and grooming				
•ATTITUDE				
Has a positive attitude				
Accepts suggestions				
Is dedicated to job				
•ADAPTABILITY				
Demonstrates good judgment and makes reasonable decisions				
Adapts well to change and is flexible				
Works well under pressure				

Emery County School District

Parent Satisfaction Survey of Teacher Performance

Teacher _____ Grade or Subject _____

Based on performance for the 2008-2009 school year only, how satisfied are you with this teacher in the areas below. Please rate the teacher on each of the statements below using the following criteria:

4 = Extremely Satisfied

3 = Satisfied

2 = Unsatisfied

1 = Extremely Unsatisfied

Blank = No Opinion/Don't Know

4 3 2 1

The teacher cares about my child and his/her education				
The teacher has good control of the class				
The teacher has a good knowledge of the subject he/she teaches				
The teacher praises my child for good work or behavior				
The teacher communicates appropriately with me about my child's school progress				
The teacher treats students with dignity and respect				
The teacher uses appropriate language				
The teacher treats all student fairly				
The teacher gives the right amount of homework				
The teacher listens attentively and respectfully to my concerns, and responds appropriately				
The teacher is enthusiastic, positive and encouraging				
The teacher uses teaching techniques that interest and motivate my child				
The teacher's appearance is neat clean and well-groomed				

Emery County School District **Secondary Student Satisfaction Survey of Teacher Performance**

Teacher _____ Grade or Subject _____

Based on performance for the 2008-2009 school year only, how satisfied are you with this teacher in the areas below. Please rate the teacher on each of the statements below using the following criteria:

4 = Extremely Satisfied

3 = Satisfied

2 = Unsatisfied

1 = Extremely Unsatisfied

Blank = No Opinion/Don't Know

4 3 2 1

The teacher teaches things that will help us when we get out of school				
The teacher clearly communicates the course objectives				
The teacher makes the course content interesting				
The teacher treats each student fairly, and does not play favorites				
The teacher cares whether or not we learn what is being taught				
The teacher creates an atmosphere in which students can learn				
The teacher uses many teaching methods				
The teacher gives clear and understandable instructions				
The teacher gives the right amount of homework				
The teacher is well-prepared each day				
The teacher is enthusiastic, positive and encouraging				
The teacher has control of the classroom				
The teacher's appearance is neat clean and well-groomed				